DOCUMENT RESUME

ED 080 466 SP 006 739

TITLE	Philosophy and Standards for Girls and Women's Sports.
INSTITUTION	American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.
PUB DATE	69
NOTE	61p.
AVAILABLE FROM	American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($2.00)
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	Athletic Activities; *Athletics; *Guidelines; *Physical Education; *Womens Education; Womens Studies
IDENTIFIERS	Sports; *Womens Athletics

ABSTRACT

This document is devoted to statements concerning the philosophy and standards of girls and women's sports. Chapter one is a background essay on the Division for Girls and Women's Sports (DGWS). Chapter two discusses the nature and value of sports. Chapter three is devoted to standards for girls and women's sports. Included in this chapter are discussions of leadership, the nature and conduct of the program, and implementation and evaluation. Chapter four presents the DGWS Statement of Beliefs and separate guidelines for junior high school girls, high school girls, and college women's athletic programs. A list of references is included as an appendix. (JA)

ED 080466

PHILOSOPHY AND STANDARDS
FOR
GIRLS AND WOMEN'S SPORTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

AAHPER

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

SP 006 139

The Division for Girls and Women's Sports
of the
American Association for Health, Physical Education, and Recreation
A National Affiliate of the National Education Association
1201 Sixteenth St., N.W., Washington, D. C. 20036

Copyright 1969 by
The Division for Girls and Women's Sports of the
American Association for Health,
Physical Education, and Recreation
Revised 1970
Revised 1972

Published by the
AMERICAN ASSOCIATION FOR HEALTH,
PHYSICAL EDUCATION, AND RECREATION
A National Affiliate of the National Education Association
1201 Sixteenth St., N.W., Washington, D. C. 20036

Prepared by
THE COMMITTEE ON STANDARDS
of the
DIVISION FOR GIRLS AND WOMEN'S SPORTS

Edith Betts—*Chairman*
University of Idaho
Moscow 83843

Dorothy Deatherage
California State College
Long Beach 90801

Hazel Peterson
University of Idaho
Moscow 83843

Alyce Cheska
University of Illinois
Urbana 61801

Madge Phillips
University of Nebraska
Lincoln 68508

Ann Stitt
San Fernando Valley
State College
Northridge, California 91324

CONTENTS

A Thread of Continuity vii

Foreword ix

Chapter I The Division for Girls and Women's Sports 1

Purpose 1

Beliefs 1

Functions 2

Chapter II The Nature and Value of Sports 3

Chapter III Standards for Girls and Women's Sports 7

Leadership 8

The Leader 8

The Administrator 9

The Official 10

The Participant 11

Nature and Conduct of the Program 12

Types of Programs 12

Financing 15

Health Safeguards 16

Recruiting, Financial Aid, and Scholarships 17

Eligibility 18

Length of Season and Length of Game 19

Scheduling 19

Travel 19

Officials and Rules 20

Awards 21

Implementation and Evaluation 22
Policies 22
Public Relations 23
Criteria for Evaluation 23
Chapter IV Statements and Guidelines 25
DGWS Statement of Beliefs 25
Policies for Competition in Girls and Women's Sports 28
A Need for Guidelines 34
Guidelines for Interscholastic Athletic Programs for Junior High School Girls 36
Guidelines for Interscholastic Athletic Programs for High School Girls 39
Guidelines for Intercollegiate Athletic Programs for Women 42
DGWS Organizational Chart 47
References 49

A THREAD OF CONTINUITY

Any contemporary statement of standards for the conduct of sports for girls and women rests upon a historical development which goes back to the Conference on Physical Training held in Springfield, Massachusetts, June 14-28, 1899. At this time a committee was appointed to study the modification in girls basketball rules which had evolved since Dr. James Naismith of Springfield College created the game for men in 1891. Basketball had been introduced as early as 1892 at Smith College by Senda Berenson. Swimming, tennis, field hockey, and track and field activities were enjoyed by women as early as the first decade of the twentieth century.

The first formal action to regulate and guide women's sports was taken in 1907. The Women's ***Basketball Guide*** issued in that year announced the establishment of a Women's Rules Committee, making public the fact that such a committee was in service. In 1916 the American Physical Education Association, now the American Association for Health, Physical Education, and Recreation, recognized the value of the work done and formally appointed the Women's Athletic Committee. This committee was charged with the task of establishing official rules and of rendering advisory service to the rapidly developing women's sports programs. A few years later the National Amateur Athletic Federation of America was established. This Federation brought together representatives of men's and women's organizations for the fundamental purpose of formulating principles, standards, and regulations to control the widening interest in athletics across the land. The first meeting of the National Amateur Athletic Federation was held on February 21, 1923, when details of organization were further developed. Under the leadership of Mrs. Herbert Hoover, the women met in Washington, D.C., on April 6-7, 1923. Several important developments occurred: the formulation of a Women's Division of the National Amateur Athletic Federation, the adoption of sixteen resolutions which eventually led to the Platform of the Women's Division, the election of Mrs. Herbert Hoover as permanent chairman, and the election of an Executive Committee which has been affectionately referred to as "The Old Guard."

The Women's Division of the National Amateur Athletic Federation had two general aims: to encourage sports and games for all girls and women, and to establish such ideals and principles which would ensure wise choice, promotion, and supervision of these various sports and games. Throughout the 1920s and 1930s, the Women's Division of the National Amateur Athletic Federation worked hard to send its message across the land. It was joined by the Women's Athletic Section of the American Physical Education Association and state leagues in opposing the forces that were exploiting girls through athletics. Later the Women's Athletic

Section became the National Section on Women's Athletics which continued to set a pattern for the conduct of games for girls and women by formulating rules, publishing official guides, and establishing many services and teaching aids. In 1940, the Women's Division of the National Amateur Athletic Federation merged with the National Section on Women's Athletics. Out of the work of this body grew a larger group, the National Section for Girls and Women's Sports. In 1958, this section became a division of the American Association for Health, Physical Education, and Recreation and is currently operating as the Division for Girls and Women's Sports. Paramount in the Division's philosophy has been the motto, "The one purpose of sports for girls and women is the good of those who play." This concern for the welfare of the player continues to inspire the work of the Division for Girls and Women's Sports.

Policies and standards for competition for women first appeared in booklet form in 1937 under the title ***Standards in Sports for Girls and Women.*** Periodically it becomes necessary to review and revise these standards because of changes within our sport culture and because of research which reveals new understandings concerning the nature and direction of women's sports.

FOREWORD

The role of competitive sports for girls and women has become increasingly important within our culture. This has been evidenced through a growing interest in providing more competitive opportunities in sports for girls and women at all skill levels. The Division for Girls and Women's Sports has, throughout the years, been primarily concerned with ensuring that the welfare of the participant is of paramount importance in the conduct of competitive sports programs. Toward this end, the Division has attempted to define the types of competitive programs which are appropriate for girls and women, and to recommend standards and guidelines which should be followed so that sports programs are conducted for the good of the players. A standard is an approved model. It is expected that local policies will be adopted and pursued based on these standards.

This publication is a guide for those who administer, lead, and participate in sports programs for girls and women. A philosophical background is included to facilitate an understanding of the standards which are recommended in conducting these programs.

CHAPTER I

THE DIVISION FOR GIRLS AND WOMEN'S SPORTS

The Division for Girls and Women's Sports is a nonprofit, educational organization designed to serve the needs and interests of administrators, teachers, leaders, and participants in sports programs for girls and women. It is one of eight divisions of the American Association for Health, Physical Education, and Recreation. (See chart on page 47.)

As a service organization, the Division for Girls and Women's Sports is organized on the local, state, district, and national levels. DGWS committees are actively functioning within the majority of our 50 states. These committees are united under the leadership of state chairmen who serve on district DGWS boards. The elected chairman of each district DGWS board is a member of the Division Executive Council on the national level, and is the designated representative from her district to the Executive Council, which meets semiannually. The Council is the executive arm of the Division for Girls and Women's Sports and is responsible for promoting desirable sports programs for all girls and women.

PURPOSE

The purpose of the Division for Girls and Women's Sports is to foster the Development of sports programs for the enrichment of the life of the participant.

BELIEFS

The Division for Girls and Women's Sports believes that:

Sports are an integral part of the culture in which we live.

Sports programs are a part of the total educational experience of the participant when conducted in educational institutions.

Opportunities for instruction and participation in sports appropriate to her skill level should be included in the experience of every girl.

Sports skills and sports participation are valuable social and recreational tools which may be used to enrich the lives of women in our society.

Competition and cooperation may be demonstrated in all sports programs, although the type and intensity of the competition and cooperation will vary with the degree or level of skill of the participants.

An understanding of the relationship between competition and cooperation and the utilization of both within the accepted framework of our society is one of the desirable outcomes of sports participation.

Physical activity is important in the maintenance of the general health of the participant.

Participation in sports contributes to the development of self-confidence and to the establishment of desirable interpersonal relationships.

FUNCTIONS

The Division for Girls and Women's Sports promotes desirable sports programs through:

1. Formulating and publicizing guiding principles and standards for the administrator, leader, official, and player.
2. Publishing and interpreting rules governing sports for girls and women.
3. Providing the means for training, evaluating, and rating officials.
4. Disseminating information on the conduct of girls and women's sports.
5. Stimulating, evaluating, and disseminating research in the field of girls and women's sports.
6. Cooperating with allied groups interested in girls and women's sports in order to formulate policies and rules that affect the conduct of women's sports.
7. Providing opportunities for the development of leadership among girls and women for the conduct of their sports programs.

CHAPTER II

THE NATURE AND VALUE OF SPORTS

Primary to any discussion of the various aspects of competitive sports should be an understanding of the basic topic concerned—competition. Competition is a term which describes the concerted efforts of two or more individuals striving toward a desired goal. It is true competition when (1) the individual recognizes her opponent or rival as one who is equal, or nearly equal, in potential ability and intent to accomplish the task and attain the common goal, and (2) the participants are, in fact, capable of, and highly motivated toward, obtaining the desired goal in less time, and in better fashion or with greater or fewer points than their opponents. Competition against one's self to better one's performance also fulfills these criteria.

The values to be derived from the competitive situation are not determined by the number of wins over opponents; rather, they result from the striving toward maximum effort and performance and the realization of individual and group achievements of worth accomplished through one's own efforts.

The object of competitive games is understandably to win, but the value of winning is dependent upon the satisfaction derived by the players in successfully meeting the many challenges which a competitive situation offers. The spirit of competition, a desire to win through an all-out effort within the rules of the game and through equal rights for all players, is accompanied by recognition of, and appreciation for, the achievement, desires, and abilities of one's opponents. The existence of the element of competition neither assures nor denies desirable or undesirable outcomes. The values accruing from sports competition, and the nature and atmosphere of the experience, are contingent primarily upon the orientation to the declared goals selected by those responsible for the program. The element of competition may exist in all skill levels of sports participation since the degree of competition present is not necessarily related to the skill level of the performer.

Evaluation of all programs must be in terms of their intrinsic and extrinsic value to the participant. Sports opportunities should be provided for all girls and women regardless of their skill level or amount of experience. Planning for a varied and balanced competitive sports program should include consideration of the levels of individual ability and potential ability, the needs and interests of the participants, and the contributions of the activity toward meeting the objectives of the sponsoring organization. Opportunities for instruction and participation should be provided in order to promote the acquisition of knowledge and skill in sports.

A well-balanced program includes opportunities for participation in both intramural and extramural competition. (Intramural competition involves participants who are identified with the same school, community center, club, organization, institution, or industry, or are residents of a designated small neighborhood community. Extramural competition involves participants from two or more schools, community centers, or other organizations.) The extramural program should not be conducted at the expense or exclusion of the intramural program, but in conjunction with, and supplemental to, it. Neither should the intramural program be the sole opportunity available for competitive sports participation. A balanced competitive sports program based upon the ability, needs, and interests of the participants and supplementary to the physical education instruction program may include such types of competition as intramurals, sport days, invitational events, and/or interscholastic, intercollegiate, or inter-recreational group contests.

It is imperative that the types of competitive sports programs and the activities be varied enough to serve the needs and interests of all the participants involved. Consideration should be given to the varied effects of competition upon the performance of girls of differing ages and levels of skill. There is some evidence to indicate that individuals of differing motor ability levels may perform better in competitive situations than in others. Situations involving complex skills and knowledges may elicit variable and detrimental effects on individuals of low motor ability or lesser experience. In the selection of competitive situations consideration should be given to the degree of difficulty and complexity of the tasks involved, the homogeneous nature of the group in relation to motor ability, and the level of motor ability of the individuals in the total group. A type of competition suitable for one age level or organizational group may be unsuitable for another group.

Participation in competitive sports programs, when the goal is to perform at one's maximum ability, should result in highly desirable personal and social outcomes for the participants. Competition at all levels demands the total involvement of all aspects of the individual—social, emotional, intellectual, and physical—in an integrated effort toward reaching the goal. Values which may be derived as a result of this total effort are, in turn, meaningful to the individual.

Competition initially serves as a motivating force to improve performance. It creates the desire to work toward mastery of skills and knowledge necessary for improvement. At the same time, competition provides an immediate feedback as to the quality of learning that has occurred. It is a self-testing situation through which the individual can assess her ability in relation to her mental image of her potential. The knowledge that one has given one's best, regardless of the outcome, provides self-satisfaction and a sense of achievement of one's personal

aspirations. Successful performance can result in recognition of one's accomplishments by others, can enhance self-esteem, and can increase one's level of aspiration. Less than an all-out effort resulting in an unsuccessful performance may also be of value in helping the individual to discover her inadequacies, and in challenging her to seek ways of improving her performance.

Since, by its very definition, competition takes place in a social setting, it provides opportunities for social interaction. Team sports, in particular, foster integration of the individual into a group, stimulate the blending of the best efforts of all team members toward a common goal, and encourage the subordination of self-interest to that of group loyalty. Learning to have faith and trust in the capabilities of one's teammates, while learning to give encouragement and support when needed, and recognition when deserved, can be a valuable social outcome of team competition. Individual as well as team participation in competitive sports should provide an opportunity to develop appreciation for the worth of an opponent as an individual and as a performer.

A competitive situation may be charged with emotional overtones, especially if the opponents are equally skilled and the outcome is highly important to the competitors. In such a situation the participant must learn to exercise self-control regardless of the quality of her performance or that of her opponents. She must develop not only an understanding of the need for rules but also the desire to play within the spirit of the rules to ensure that the competition is fair and that both sides have an equal opportunity to win. Self-discipline is needed to gracefully accept an official's decision, especially if the performer considers the call incorrect. Integrity is developed through the commitment to the idea that fair competition is pitting one's best skill against the opponent's best skill. Winning by taking unfair advantage of an opponent does not fall within the realm of good sportsmanship. Learning to accept the responsibility for the quality of one's performance, without making excuses or placing the blame elsewhere, is another tenet of good sportsmanship. Further, the quality of perseverance is considered a major determining factor in the degree of success achieved.

All sport situations demand constant adjustment to a changing pattern of stimuli. The participant must be alert, must make quick decisions, and must respond immediately to the play involved. She must be able to analyze and evaluate her opponent's ability, and be able to maneuver the game so that her own skill is used most effectively. A competitor also needs to master the rules of the game and be able to apply instantly the rules in a variety of situations. Developing an understanding of the theory of play, a thorough knowledge of the rules of the game, and mental alertness in many situations are prerequisites to successful performance.

Participation in sports at all competitive levels requires total fitness. Such physical components of fitness as endurance, strength, flexibility, speed, agility, and power may be improved through a planned conditioning program and are essential to efficient and effective performance. The all-out effort involved in physically active sports usually results in a release of tension which may be beneficial to the mental and emotional health of the participant. Further, it is possible for the participant to gain an appreciation of the value of exercise in the maintenance of total fitness.

The sport situation provides a unique and meaningful opportunity for an individual to gain an understanding of herself as she responds in a stressful situation. The very process of responding to the situation promotes growth, and good leadership can influence this growth toward the acquisition of values deemed important in our culture. It is to be hoped that the teacher-coach will realize the great potential for the development of personal and social values inherent in the sport situation, and further, that she will assist the player to recognize and appreciate these values as worthwhile outcomes of participation in sports.

Basic to the above discussion of the values accruing from participation in sports is recognition of the fact that participants have been free to choose whether or not they desire to participate in competitive sports. This choice is most likely based upon the amount of personal enjoyment and satisfaction gained from participating in sports, which in turn is partially dependent upon the degree of mastery of sports skills which the participant considers necessary for successful performance.

For many individuals the decision to participate in sports beyond the instructional program will be somewhat dependent upon the quality of teaching of basic movement patterns and sports skills and on the enjoyment, challenge, stimulation, and achievement perceived by the student participating in sports. Excellence in teaching and coaching within all phases of the sports program (class, intramural, and all forms of extramural competition) should result in students acquiring basic movement skills and improving their performance in those sports in which they actively participate.

Achieving a level of skill from which one can derive personal satisfaction, enjoyment in physical activity, challenge in sports, and pleasure from competing with others are values which may be reflected through continued participation in sports as leisure activities. Belief in the values which may be derived from participation in sports has inspired women physical education teachers and recreation leaders to work together as members of the Division for Girls and Women's Sports for the purpose of establishing policies and standards to help make this belief a reality.

CHAPTER III

STANDARDS FOR GIRLS AND WOMEN'S SPORTS

THE LEADER

Competent leadership is necessary to assure desirable outcomes.

The leader exemplifies through her behavior those personal and professional qualities which will influence the development of high ideals and standards in others.

The leader should provide opportunity for participation by the players in planning, conducting, and evaluating the sports program.

THE ADMINISTRATOR

The administrator is responsible for the realization of the values and objectives for which a sports program is conducted.

The administrator ensures the accomplishment of his/her* purpose by the selection of qualified teachers and leaders and by the honest delegation of responsibility and authority to them.

THE OFFICIAL

The trained official carries out her responsibilities in such a way that the benefits of competition may be realized.

THE PARTICIPANT

The participant derives maximum personal satisfaction from sports which offer a challenge and foster an appreciation for the skill of others.

The participant enhances her personal growth and development through the competitive and cooperative aspects of sports.

The participant should be aware of her responsibility for perpetuating the spirit of fair play which epitomizes ideal sport.

THE NATURE AND CONDUCT OF THE PROGRAM

The welfare of the participant should be of primary concern in the conduct of the sports program.

**For reasons of editorial convenience, the masculine pronoun will be used hereafter in references to the administrator.*

The program should be directed, coached, and officiated by qualified women whenever and wherever possible.

A diverse and well-balanced program provides maximum opportunity for the participation of players of all age and skill levels according to their needs and interests.

A sound and inclusive instructional program should be augmented by a varied intramural and extramural program.

Knowledge based on current research concerning physical, social, and emotional needs of the participant is basic to the planning of girls and women's sports programs.

The financing of the girls and women's sports program should be included in the total school or recreational budget.

The objectives of the sports program should be consistent with the educational and recreational aims of the school or sponsoring agency.

Expediency should not take precedence over principle in the administration of a sports program.

Division for Girls and Women's Sports approved rules and standards should be used in all sports.

THE IMPLEMENTATION AND EVALUATION

Women responsible for leadership in girls and women's sports programs should be involved in formulating policies for these programs.

If other agencies control the girls or women's sports program they should make sure that women acquainted with DGWS standards are involved in the decision and policy making functions of the program.

Standards and guidelines established by the Division for Girls and Women's Sports should be used to evaluate programs on local, regional, and national levels.

The sports program should be evaluated frequently according to criteria based on sound educational philosophy and scientific research.

LEADERSHIP

THE LEADER

Competent leadership is necessary to assure desirable outcomes.

The outcomes to be realized from any sports program depend to a large extent upon the leadership involved. To be constructive, leadership must have a primary concern for those being led; must be based on knowledge of what to do and the most effective way to do it; and must be consistent, adhering to a single set of justifiable values for all persons

under all conditions. The leader who maintains high standards in crucial as well as inconsequential situations is exercising consistent leadership.

The leader exemplifies through her behavior those personal and professional qualities which will influence the development of high ideals and standards in others.

A leader who is wholeheartedly interested in sports for girls and women will keep up-to-date with current literature on sports problems, be aware of modern developments in the field of athletics, and be perceptive concerning the cultural expectations for girls and women in our contemporary society. The leader must realize that her own behavior on and off the playing field reflects her qualifications as a leader. She should measure up to the standards set for the participants. For example, players are told that they should not dispute the referee's decisions, and yet in a close decision the coach will sometimes be the first to criticize the official in front of the players. Such a failure to follow her own teaching invalidates her leadership. The leader's problem is often one of knowing how to direct and expend energy judiciously.

The leader should provide opportunity for participation by the players in planning, conducting, and evaluating the sports program.

In order for the sports experience to be as educational and democratic as possible, the participants should be involved in the planning, conducting, and evaluating of the sports program. However, it should be recognized that responsibility for the final decisions rests with the person designated by the administration as the individual in charge of the activity.

THE ADMINISTRATOR

The administrator is responsible for the realization of the values and objectives for which a sports program is conducted.

Leadership has as its primary purpose the guiding of a group of people to work cooperatively toward a common goal. Leadership in sports is the responsibility of all persons who exercise any type of control over the way an activity is conducted. Although inadvisable, control often exists well beyond the confines of the institution and the players involved. However, local control usually begins with the administrator who is charged with the ultimate responsibility for the sports programs under his jurisdiction. Although the administrator may never see the game played, he is finally accountable—through his supervision of the teacher, the students, and the conditions of play—for the values which the game yields. His obligation is identical with that of all persons determining choices for

PUBLIC RELATIONS

Good public relations involves a careful interpretation of values of the sports program to the public, including participants, parents, educators, reporters, community laymen and leaders, and allied groups. The publicity concerning a sports program should be in keeping with the character and purposes of that program and should elicit the community's interest, appreciation, and support.

Public relations between the immediate leader of the sports program and the administrators and fellow colleagues of a school or agency is extremely important. The leader should make every effort to continually inform others concerning her program and its objectives. Reciprocating interest concerning other disciplines and programs is necessary in order to foster understanding and interest on the part of those outside the immediate sports program.

The program itself should be its own best publicity. However, a planned program of publicity is advisable to present interesting information concerning the program, the participants, and the standards, aims, and outcomes of the program. Mass media such as bulletin boards, newspapers, radio, and television provide rapid avenues for communicating information.

A reasonable balance should be maintained in reporting achievements of the teams and of outstanding individuals. The level of interest of different recipients of publicity should be kept in mind. The public should be made aware of the philosophy and standards of women's sports through interesting and informative news stories. Constructive publicity considers the best interests of the participants, not just the curiosity of the readers or viewers. Public relations is more than publicity and the reporting of events. It aims to develop a sound public attitude, an understanding of goals, and an appreciation of the efforts and welfare of the players.

CRITERIA FOR EVALUATION

Standards and guidelines established by the Division for Girls and Women's Sports should be used to evaluate programs on local, regional, and national levels.

The sports program should be evaluated frequently according to criteria based on sound educational philosophy and scientific research.

Frequent evaluation of the program is necessary to ascertain if the objectives are being realized. The following list of criteria may be of help in this evaluation:

1. The administrator assumes responsibility for the realization of the values and objectives of the sports program.

others. This is true whether he is an administrator of an educational or recreational system, the chairman of a school board, the head of a physical education department, or the president of a local service club. Although the administrator may delegate responsibility for the sports program to the immediate leader in charge of the activity and to the players themselves, he will still determine to a large extent the outcome of sports programs because of his final authority and responsibility.

The administrator as a leader is vitally concerned with educational values and outcomes, program diversity, degtee and type of competition, personnel, health safeguards, scheduling, facilities and equipment, financing, and public relations.

The administrator should also be conversant with the regulations of the body governing the activity or program under his jurisdiction and the procedures for its evaluation in light of local and national standards. The informed administrator will make it his business to be apprised of contemporary developments in the field of girls and women's sports so that he has a clear concept of the purpose of the sports program and can discharge his responsibilities in such a way that these objectives are realized.

The administrator ensures the accomplishment of his purpose by the selection of qualified teachers and leaders and by the honest delegation of responsibility and authority to them.

The immediate leader deals directly with each girl and is responsible in a large measure for what happens to her through sports activities. Since this relationship affects the individuals being led, whoever assumes the responsibility of being a leader of girls and women's sports must look beyond star performance as the goal and consider sports as one means through which the girl can develop intellectually, physically, and socially.

Play experience is invaluable in developing knowledge and understanding of a game, but there are other fundamental qualities of good leadership which cannot be developed through play experience alone. A good teacher or coach possesses a combination of knowledge of the game and desirable personality characteristics such as a sense of purpose and direction, high moral standards, integrity, patience and understanding, friendliness and concern, emotional maturity, intelligence and judgment, decisiveness, enthusiasm, physical vitality, and stamina.

THE OFFICIAL

The trained official carries out her responsibilities in such a way that the benefits of competition may be realized.

The person officiating the game is the person in authority at the most crucial stages of competitive play. This fact makes it imperative that

she be qualified, both personally and professionally. She must serve as a leader at the point where unforeseen situations can arise without warning. Because she is exposed to the evaluation and reaction of players, coaches, and spectators, she must have their respect.

The basic preparation for officiating includes a thorough knowledge of the rules and regulations governing play and a demonstrated ability in the use of officiating techniques. Unless these are so well mastered that they can be applied automatically, the official will fail to meet adequately the demands for instant judgment. In the split second in which she hesitates about a decision or evidences a sense of insecurity which she will feel if she has judged incorrectly, her status is endangered and her own confidence shaken. Familiarity with the game as a player generally fosters better officiating. This will give the official not only direct practice in learning rules but also a first-hand sense of the participant's point of view. Certification of ability to officiate under the Officiating Services Area of the Division for Girls and Women's Sports is the best accepted evidence of qualification. Local officiating boards with rating committees are organized for the purpose of training and rating officials on a local basis. Ratings so obtained are recognized as valid by boards in all parts of the country.

Qualified women officials should officiate competitive events for girls and women. The use of men officials is acceptable under exceptional circumstances, provided they meet the qualifications set for proper officiating of women's sports. It is more desirable to engage the services of a competent man than to permit the game to be officiated by an unqualified woman. This competency includes an acceptance of the recognized philosophy and standards of sports for girls and women. Alertness, accuracy, and impartiality, supplemented by understanding are the indispensable qualities of good officiating. The official's conduct before, during, and after a game should represent the highest professional standards.

THE PARTICIPANT

The participant derives maximum personal satisfaction from sports which offer a challenge and foster an appreciation for the skill of others. ***(see page 3.)***

The participant enhances her personal growth and development through the competitive and cooperative aspects of sports. ***(see page 5.)***

The participant should be aware of her responsibility for perpetuating the spirit of fair play which epitomizes ideal sport.

Just as it is true that leadership is the essential role of the administrator, teacher, recreation leader, and coach, so is it true that

leadership is an important experience for the player. Every player who participates in sports activities should be given the opportunity to develop her potential for leadership. One of the primary tasks of the leader or coach is to provide this opportunity for the participant.

Players should understand thoroughly the duties of group leaders, captains, managers, and officials in order to appreciate the fact that their services contribute to good management, cooperative effort, and the continuation of fair play. They should have knowledge concerning other sport groups where they may develop further leadership and skill. They should gradually assume more responsibility for leadership in sports activities with younger and less skilled groups in the local communities, and make it possible for the desired outcomes of sport to be realized by future sport enthusiasts.

NATURE AND CONDUCT OF THE PROGRAM

TYPES OF PROGRAMS

The welfare of the participant should be of primary concern in the conduct of the sports program.

It is apparent in the foregoing sections that the real test of any sports program, whether in the selection and conduct of activities or in the leadership of the administrator, teacher, or coach is in terms of the development of the participant. The success or failure of any sports program depends upon the changes which take place in the knowledge, habits, attitudes, and skills of the player.

The program should be directed, coached, and officiated by qualified women whenever and wherever possible.

The qualified leader should meet the standards established by the recreation and physical education professions and understand the value and purpose of sports in education and in American society: the DGWS philosophy and standards, the growth and development of youth, the effect of exercise on the human organism, sound teaching and coaching methods, specific sport skills and their application in game situations, and accident prevention and first aid.

It is desirable that the leader of girls and women's sports have personal experience in organized competition for women. This experience will enable the leader to understand the necessity for adequate condition-

ing, the complexities of game strategy, her personal behavior under stress, the different responses elicited by varying competitive situations, and the results accruing from wholesome competitive and cooperative endeavors.

A diverse and well-balanced program provides maximum opportunity for the participation of players of all age and skill levels according to their needs and interests.

Because of individual differences in needs, interests, and personalities of players, it is necessary to have a diverse program which includes many sports opportunities and varied learning experiences. Team sports with their opportunities for group interaction, individual sports with their carry-over recreational values, and other activities such as aquatics and gymnastics with their unique contributions should all be part of a well-balanced sports program.

Corecreational activities, which are designed to give boys and girls opportunities to participate in sports together, should be provided at appropriate age levels. Since the normal girl is interested in activities which promote feminine qualities, it is desirable that activities which emphasize qualities such as skill, endurance, grace, speed, and teamwork be included in the corecreational program rather than events which put a premium on strength or involve body contact.

A sound and inclusive instructional program should be augmented by a varied intramural program and supplemented by an extramural program.

Because of the individual differences in ability and interest it is necessary to have programs which allow all players to participate and compete on their own level of ability. A sound program will begin with expert instruction in fundamentals. It is in the initial stages of learning a game, especially a game of complex skill, that the participant forms habits of motor coordination and of attitudes and interests. For this reason the expert teacher and the skillful coach should not be reserved for the highly skilled player alone, but should also be used to instruct the beginner in basic fundamentals. The practice of reserving the best in instruction, facilities, and practice time for the highly skilled is to be condemned. The novice, the average player, and the expert have equal rights to opportunity for instruction and for competition adapted to their abilities. Every player should be led to develop skill as far as individual aptitude and interest allow. The instructional program usually provides the player with fundamentals and initial game experience, and in some situations, intermediate and advanced instruction is also provided. However, in many situations the only opportunity for developing further skill is through the intramural program where the practice of skills learned in the instructional program and added game experience are available.

If the maximum skill of an individual is to be developed and challenged it may be desirable to develop sports programs which include extramural competition. The forms of extramural competition include:

1. Interscholastic, intercollegiate, or interagency programs—groups which are trained and coached play a series of scheduled games and/or tournaments with similar teams from other schools, cities, or organizations.
2. Invitational events—symposiums, games, or matches to which a school or sports group invites one or more teams or individuals to participate.
3. Telegraphic meets—results are collected by wire or mail and compared.
4. Sport days—school or sports groups participate as a unit.
5. Play days—players participate in mixed groups not representing their own school or sports group.

Because of individual differences in age it is necessary to vary the sports programs for elementary, secondary, and adult age groups. In the elementary school (grades 1-6) a balanced program should include experiences in a wide range of basic movements such as skipping, bending, swinging, jumping, rolling, reaching, climbing, and simple rhythms and dance, as well as a wide variety of activities which require sport skills such as running, throwing, catching, batting, and kicking.

Intramural sports experience in appropriately modified sports activities should supplement the instructional program for girls in grades 4, 5, and 6. In most cases these experiences will be sufficiently stimulating and competitive for the highly skilled girl. If any extramural sports activities are included in the upper elementary grades, they should be limited to occasional play days, sport days, and invitational events.

In secondary school (grades 7-12) a program of intramurals should be arranged to augment a sound and comprehensive instructional program in physical education. Extramural programs may be organized if there are broad instructional and intramural programs and a sufficient allotment of time, facilities, personnel, and finances for such a program.

Instructional programs for adults of all ages should provide opportunities to explore and to develop skills in depth in a variety of activities, especially in individual sports.

It is desirable that opportunities for extramural experiences beyond the intramural program be available to the highly skilled young woman. Interscholastic competition is promoted and governed within each state by the State High School Activities Association which determines policies and controls the conduct of the secondary level competitive programs. The Association for Intercollegiate Athletics for Women (AIAW), an institutional membership organization, which establishes policies, governs intercollegiate competition, and offers national championships for its member

schools, operates as an arm of DGWS. The ***AIAW Handbook*** provides the specific policies for national championships as well as guidelines for all intercollegiate programs. International competition providing sports experiences for individuals and groups with exceptional ability and emotional maturity is available to players of all age levels.

Knowledge based on current research concerning physical, social, and emotional needs of the participant is basic to the planning of girls and women's sports programs.

Although ***some*** women may be physiologically stronger than ***some*** men, research has shown that women will be at a physiological disadvantage in some areas of sport. Sports which depend largely upon strength, power, and endurance give the man a decided advantage. Therefore, unless women compete against women, an unequal contest results. For these reasons as well as for cultural considerations, women should not compete as a team against a men's team in an interscholastic or intercollegiate contest, nor against a single male opponent in an interscholastic or intercollegiate contest. This is not intended to prohibit mixed teams in such activities as volleyball, tennis, badminton, and golf when there are equal numbers of participants of both sexes. While positive experiences for the exceptional girl competitor may occur through participation in boys' or men's competitive groups, these instances are rare and should be judged acceptable only as an interim procedure for use until girls programs can be initiated.

To the participant, the manner in which the sports program is conducted is as important as its content. Although it is not always possible to ascertain what is best for each individual or group, common sense, insight, professional experience, and scientific evidence all help to determine the most desirable ways to conduct women's sports programs.

FINANCING

The financing of the women's sports program should be included in the total school or recreational budget.

The financing of the girls and women's sports program should be included as part of the budget of the school or agency so that the program will be assured. If the sports program is to help in the realization of the institution's educational objectives, financial support from the institution should be forthcoming as for any other aspect of that program. This does not preclude the use of the sources of income such as student fees and gate receipts, but the program should not depend solely on fluctuating sources of income. Entry fees required of participating individuals or teams should be charged solely for the purpose of defraying the legitimate costs of the event. A separate budget item should be specifically designated for the girls and women's sports program and should be administered by the girls

and women's department of physical education as part of its overall administration.

Adequate facilities and equipment should be provided to carry on a sports program that will meet the objectives of the school and the needs of the players. Both indoor and outdoor activities should be considered. Available knowledge of the best current planning in facilities and equipment should be used. If adequate facilities are not provided within the school or agency it may be necessary to borrow or rent other community facilities. Facilities and equipment should be maintained with the health, safety, and enjoyment of the participant and spectator in mind. Girls and women's attitudes toward sport are affected by factors such as ventilation, cleanliness, and attractiveness; therefore the environment in which sport takes place should be as pleasant as possible.

The objectives of the sports program should be consistent with the educational and recreational aims of the school or sponsoring agency.

In order for the sports program to be meaningful it must further the educational and recreational objectives of the sponsoring institution. The glorification of the coach or sponsoring agency is not a valid educational objective. Competent leadership is vital to a good program, but the criteria for competency should be determined by the growth and development of the players rather than by the win and loss record. The salary, retention, and promotion of an instructor or leader should not be dependent upon the number of games she wins, but upon whether she furthers the desired objectives of the institution and the program.

Expediency should not take precedence over principle in the administration of a sports program.

HEALTH SAFEGUARDS

Safeguarding the health of the players involves supervision and control of the player's health, the environment in which the play occurs, and the manner in which the play is conducted. Health regulations and medical supervision should be in the hands of experts, whose advice should be followed.

An accurate measure of the player's health status when she enters the program, and during her participation in it, is the first essential of any well-conducted program. The best measure of health status is an initial and periodic health examination by a physician. A player's readiness for play following a serious illness, injury, or surgery should also be determined by a physician.

The extent of participation in sports events for a given individual should be determined by a medical examination and by a program of

conditioning sufficient to meet the demands of the activity. Periods of gradual training preceding participation in strenuous sports emphasizes the fact that training is an integral part of the whole experience of participation. Teams which are recruited at the last minute and composed of individuals who are not conditioned for that activity are likely to be at a definite disadvantage in the ensuing contests.

Participation in sports during the menstrual period should be guided by knowledge of the demands of the activity, the physical condition of the girl, and her health history record. It is the opinion of many doctors and physiologists that the menses should not inhibit motor performance; however, premenstrual fluid retention may cause temporary anxiety and fatigue. In the absence of knowledge of the individual's physical reaction to vigorous activity, or if the participant has a history of menstrual disorders, procedure should be reasonably conservative.

Adequate health and accident protection for sports participants should be provided by the sponsoring group. First-aid services and emergency medical care should also be provided by the institution or recreational group and be available during all scheduled sports events. Leaders are responsible for providing safe facilities, equipment, and playing environment essential for safe performance.

RECRUITING, FINANCIAL AID, AND SCHOLARSHIPS

Recruitment practices and financial aid programs are often contrary to educational objectives; they impose undesirable pressures and are means of athletic control by those who offer the greatest financial inducements. The Division for Girls and Women's Sports does not approve the awarding of athletic scholarships, financial awards, or financial assistance designated for women participants in intercollegiate sports competition. This position is intended not to diminish but to protect the continued development of athletics for women. The purpose of this statement of belief is to discourage the buying or retaining of athletic talent by any college or university. Financial assistance includes any gift or gain presented prior to or during enrollment and/or attendance at the institution. This does not prohibit academic or economic-need scholarships, but includes "talent" scholarships awarded to those whose talent is athletic in nature. DGWS believes that women in sport should choose their college or university on the basis of its academic worth and not be influenced by monetary gain because of an athletic program. Once an individual arrives on the campus of her choice, it is the earnest desire of the DGWS that a broadly diversified program of sound, educationally based athletic and recreational experiences be available for her. We believe these quality programs and experiences flourish in an environment free from pressure recruiting and

performer exploitation that so often accompany the general availability of athletic scholarships.

This does not prohibit academic or economic-need scholarship awarded in open market competition with the general student population.

(For further interpretation of the above statement see ***The Association for Intercollegiate Athletics for Women (AIAW) Handbook.***)

ELIGIBILITY

A maximum number of participants should be eligible for girls and women's sports programs. DGWS standards for girls and women's sports are designed for participants who have amateur status. Amateur status is maintained in a sport if a player has not received and does not receive money, other than expenses, as a participant in that sport. A participant may receive money only from her own school to pay for housing, meals, transportation, and entry fees while participating in an intercollegiate event. All participants in interscholastic and intercollegiate sports must have amateur standing as defined by DGWS in the sports in which they participate.

Interscholastic Eligibility

In most states interscholastic programs for girls are governed and controlled according to the regulations of the State High School Activities Association. Administrators and leaders of such programs should be cognizant of these regulations in their particular situation.

Regarding eligibility, DGWS believes that participants must be bona fide students of the school which they represent and shall not have attended high school more than eight semesters after entering the ninth grade. They must be successfully carrying full academic loads. Students under temporary suspension or probation for disciplinary reasons should not be allowed to participate. A girl should participate on only one competitive team during a season. Participation on more than one team includes participation on an additional team within an institution or participation on an additional team outside an institution. In unusual circumstances such participation may be permitted provided it contributes to the welfare of the participant and does not place excessive demands and pressures upon her.

Intercollegiate Eligibility

Any woman presently enrolled as a full-time undergraduate student in a college, junior college, or university, and who maintains the academic average required for participation in other campus activities at her

institution, shall be eligible to participate in intercollegiate sports events. Students may not participate in the same annual event for more than four years. Transfer students are immediately eligible for participation following enrollment in the institution.

LENGTH OF SEASON AND LENGTH OF GAME

The length of the season will vary according to the locale and sport and should not be so long that the educational values for the students in terms of the total program are jeopardized (approximately 10-14 weeks). This season should include conditioning and instruction. Participation in state, regional, or national tournaments or championships after the normal season may be an appropriate extension of the competitive experience for teams so qualified.

The length of a game or practice session should vary with the age level and conditioning of the participants and with the particular activity. Results of research on women in sport seem to indicate that a well-trained woman can make proper adjustment to strenuous activity. The length of games as stipulated in DGWS rules for specific sports is well within the limits of the conditioned athlete. Very little research has been done in the area of psychological fatigue and sports for women, but this factor should also be considered when scheduling several contests in a short period of time.

SCHEDULING

Competitive events for women should be scheduled among schools or groups having players of comparable ability in order to equate competition. To make this possible, scheduling in each sport need not be with the same institutions each season. The number of games or events scheduled should not exceed the ability and endurance as related to the maturity and physiological conditioning of the participants. Sports activities for girls and women should be scheduled independently from those for boys and men, but this does not preclude the activities taking place on the same day. The schedule for any individual participant should include an opportunity to meet the members of opposing teams on an informal social basis. Schedules should also be arranged so that the participants' academic work will not be jeopardized.

TRAVEL

Provision should be made by the school or organization for safe transportation by a bonded carrier and for chaperones who are responsible to the sponsoring group. If it is necessary for private individuals to transport players, such individuals should carry adequate insurance which includes property damage and public liability. When it is impossible for the individual to pay for adequate insurance, the school or sponsoring agency

should finance the premiums. If the sport competition schedule includes traveling and the group is coached by a man, the group should be accompanied by a woman qualified to insure that standards for women's competition are upheld. Local conditions will be a factor in determining the length of trips; however, competition should be limited to geographical areas which will permit players to return at reasonable hours. On longer trips adequate provisions should be made for lodging rather than extension of travel time so that fatigue does not become a major factor.

OFFICIALS AND RULES

Interscholastic and intercollegiate events should be officiated by DGWS-rated officials if ratings are given. It is strongly recommended that an official with a national rating be used. The attainment or attempted attainment of an official rating is also recommended as a prerequisite for teaching and coaching as it enhances the leader's knowledge of the rules and the official's role.

The number and type of officials will vary from sport to sport. The term "officials" should be broadly interpreted to include all personnel—such as starter, referee, umpire, scorer, timer, judge, and announcer—who are necessary to the efficient conduct of the event. It is not expected that all of these officials be rated. The hostess school should be responsible for securing officials. This does not preclude the hostess school asking each participating school to supply an official. Provision should be made by the hostess school for the orientation and training of auxiliary personnel.

Names of rated officials may be obtained by contacting the nearest DGWS affiliated board of officials within the state. A complete list appears annually in the DGWS ***Basketball Guide,*** and individual sports guides list boards for the sports included. DGWS state officers may assist in supplying this information.

The Division for Girls and Women's Sports approved rules and standards should be used in all sports.

It is strongly recommended that DGWS rules be used in those sports for which DGWS publishes rules. The official DGWS rules are frequently revised by the Sports Guide and Official Rules Committee. Often this is done in cooperation with other recognized sports organizations. The formulation and revision of these rules is based upon experimentation and expert judgment.

These official rules are designed to make the games safe and satisfying for players; they are not designed to make the game an exhibition. They allow ample range for the exercise of skill and the opportunity for challenge and excitement in play. Official rules are published in booklet form and are available at minimum cost in every part

of the country. For sports in which there is more than one set of rules, DGWS is working with other sport groups so that there may eventually be a common set of rules for all sports in which women participate.

Where local facilities make it impossible to meet the specifications of space, equipment, number, or other arrangements called for under official rules, a wise modification of these rules may be made. When modified rules are used, the qualified leader should inform her students so they understand why modified rules are being used in the game situation. Whenever a qualified leader undertakes the responsibility to modify the official DGWS rules, it should be in such a manner that the game will conform to DGWS standards.

The maintenance of DGWS standards is based upon the concept that each individual involved in women's sports is responsible for upholding these standards. An attempt to circumvent rules and standards is contrary to the spirit of integrity and cooperation which is vital to the furtherance of women's sports.

AWARDS

The greatest reward to be obtained from participating in any activity is the self-fulfilling value of the activity itself. Interest in earning a tangible symbol of success is common to many life situations and has become associated with athletic endeavors. In many situations the practice of giving awards has been carried beyond reasonable limits and has become an end in itself. Sports programs, especially those involving young persons, can contribute materially to the psychological and social maturation of the participant. With maturity the person chooses to invest her energy and skill in a pursuit because it gives her continuous and commensurate satisfaction. Therefore, it should be the aim of the leader to provide for the progressive education of the participant toward a growing awareness of intangible awards. The exercise of skill and fairly won superiority over an opponent should be the source of interest in play, not the struggle toward the moment when a badge or blazer may be won and worn. Under no circumstances is it educationally justifiable to mislead players by holding out to them the earning of awards with high monetary value. The rewards of play have nothing to do with material gain. Valuable prizes are as out of place in amateur sports programs as is pay for playing. Even group awards, designed to minimize the emphasis on the individual, are no great advance over the more personal symbols. Symbolic awards for individuals and teams have a legitimate place as incentives where the need for them is real and where no more intrinsic satisfactions can be immediately substituted. But the line of direction should not be toward higher and finer awards for more expert play, but toward less and less dependence upon tangible symbols of achievement. Point systems used in some school sports programs are subject to the same weaknesses as are badges, plaques, or

other more costly awards and incentives. If awards are given they should be inexpensive tokens of a symbolic type such as ribbons, medals, or small pins rather than elaborate awards of a costly nature. The giving of expensive awards as well as fund raising for this purpose is considered a violation of DGWS standards.

IMPLEMENTATION AND EVALUATION

POLICIES

Women responsible for leadership in girls and women's sports programs should be involved in formulating policies for these programs.

The state and district DGWS committees should provide leadership in the establishment and implementation of standards for competition on the local and regional levels. Women from the various school levels as well as from recreational agencies should be involved in formulating policies which apply to sports programs under their direction. Throughout the United States, interscholastic competition is regulated by the state high school activities associations. Recently, in some states, positions have been established in some of these associations for women to serve as directors of the girls high school athletic programs. In other states many of the associations have established a women's committee to make recommendations and carry out delegated responsibilities concerning the girls interscholastic programs. If a women's committee is not part of a state's high school athletic association, a cooperative effort by both men and women should be made to have one established. Initial correspondence concerning development of such a committee should be directed to the president of the state athletic association, and a carbon copy of the letter sent to the executive secretary. Others who may be helpful in creating an awareness of the need for a women's committee are the school administrators who make up the executive council of the activities association and the school principals who are members of the representative assembly of the association.

At the collegiate level, DGWS standards and policies are implemented by local and/or regional groups made up of representatives from the competing schools. These groups should be responsible for establishing policies which would govern all phases of their intercollegiate competition. Guidelines to help the local leader establish policies may be found in Chapter IV of this publication, pp. 25-45.

If the best interests of the girls and women who participate in sports are to be served, it is necessary for women familiar with DGWS standards to work closely with all other groups that are active in competitive sports programs for girls and women.

2. Professionally qualified teachers and leaders are selected and delegated appropriate responsibility and authority to administer the program.
3. The objectives and policies which govern the sports program are determined by competent professional leaders.
4. The objectives of the program are concerned with the total growth and development of the individual.
5. Educational objectives take precedence over matters of expediency.
6. The educational and recreational aims of the school or sponsoring agency are realized through the sports program.
7. In all situations the spirit of fair play predominates.
8. The program is planned using knowledge based on current research.
9. The program is planned and conducted with primary concern for the welfare of the individual player.
10. The program is considered to be both worthwhile and enjoyable by the players and the leaders alike.
11. Sports experiences are so conducted that maximum values are realized by the participant.
12. Participants in sports activities have a voice in the planning and execution of the program.
13. The diversity within the program meets the needs of all age and skill levels.
14. Qualified women direct, coach, and officiate the program.
15. Trained officials are used in the program.
16. The most recent DGWS rules, standards, skills, and tactics of specific sports are used; where these are not specified, the leader employs professional judgment.
17. The participant meets her responsibility in perpetuating the spirit of good sportsmanship.
18. The total sports program includes instruction, intramurals, and extramurals.
19. Established DGWS standards and guidelines are used in frequent evaluations of the program.
20. Financing of the total sports program is included in the school recreational budget.

CHAPTER IV

STATEMENTS AND GUIDELINES

DGWS STATEMENT OF BELIEFS

We ***believe*** that opportunities for instruction and participation in sports should be included in the educational experiences of every girl. Sports are an integral part of the culture in which we live. Sports skills and sports participation are valuable social and recreational tools which may be used to enrich the lives of women in our society.

We ***believe*** that sports opportunities at all levels of skill should be available to girls and women who wish to take advantage of these experiences. Competition and cooperation may be demonstrated in all sports programs although the type and intensity of the competition will vary with the degree or level of skill of the participants. An understanding of the relationship between competition and cooperation and the utilization of both within the accepted framework of our society is one of the desirable outcomes of sports participation.

We ***believe*** in the importance of physical activity in the maintenance of the general health of the participant.

We ***believe*** that participation in sports contributes to the development of self-confidence and to the establishment of desirable interpersonal relationships.

For these reasons, WE BELIEVE that girls and women of all ages should be provided with comprehensive school and community programs of sports and recreation. In addition, they should be strongly and actively encouraged to take part in such programs.

PROGRAM

We believe that sports programs for girls and women should be broad, varied, and planned for participants at different levels of skill. There should be full awareness of the wide span of individual differences so that all types, ages, and skill levels are considered in the planning of sports programs. In conducting the various phases of sports programs, principles must guide action. These principles should be based on the latest and soundest knowledge regarding growth and development factors, motor learning, social and individual maturation and adjustment, and the values of sports participation as recognized in our culture.

Elementary Schools (grades 1-6)

We believe in planned, comprehensive, and balanced programs of physical education for every girl in the elementary program. These should

provide experiences in basic movements--skipping and simple dance steps, bending, reaching, and climbing--and in a wide variety of activities which require basic sports skills such as catching, throwing, batting, and kicking.

We believe that intramural sports experiences in appropriately modified sports activities should supplement the instructional program for girls in grades 4, 5, and 6, and that in most cases these experiences will be sufficiently stimulating and competitive for the highly skilled girl. We believe extramural sports activities, if included in the upper elementary grades, should be limited to occasional play days (sports groups or teams composed of representatives from several schools or units), sport days, and individual events.

Secondary Schools (grades 7-12)

We believe that in secondary schools a program of intramural and extramural participation should be arranged to augment a sound and comprehensive instructional program in physical education for all girls. Extramural programs should be organized to supplement broad instructional and intramural programs, provided sufficient time, facilities, and personnel are available for these additional programs.

Colleges and Universities

We believe that college and university instructional programs should go beyond those activities usually included in the high school program. There should be opportunities to explore and develop skills in a variety of activities, with emphasis on individual sports. It is desirable that opportunities for extramural experiences beyond the intramural program be accessible to the highly skilled young women who wish these opportunities.

ADMINISTRATION

We believe that certain ***safeguards*** should be provided to protect the health and well-being of participants. Adequate health and insurance protection should be secured by the institution. First-aid services and emergency medical care should be available during all scheduled interscholastic sports events. Qualified professional leaders should ensure a proper period for conditioning of players, a safe environment including equipment and facilities, a schedule with a limited number of games, and similar measures.

We believe that sports ***officiating*** should be the responsibility of those who know and use DGWS-approved rules. Officials should hold current ratings in those sports in which ratings are given.

We believe that the entire ***financing*** of girls and women's sports programs should be included in the total school budget. It is suggested that income be handled as a regular school income item.

We believe that the ***scheduling*** of sports activities for girls and women should be in accordance with their needs and that their schedule should not be required to conform to a league schedule established for boys and men's sports.

We believe that excellence of achievement should be given ***recognition*** and that the intrinsic values which accrue from the pursuit of excellence are of primary importance. We believe that when awards are given, they should be inexpensive tokens of a symbolic type, such as ribbons, letters, or small pins.

We believe that expert teaching and quality programs generate their own best ***public relations.*** It is suggested that an effective plan be developed for interpreting the values of the sports program to parents, teachers in other fields, and interested members of the school or college community, including the press. A procedure which has proved successful is to invite key groups to a selection of demonstrations and sports events at different levels, so that they may see effective programs in action.

LEADERSHIP

We believe that good leadership is essential to the desirable conduct of the sports program. The qualified leader meets the standards set by the profession, including an understanding of (1) the place and purpose of sports in education, (2) the growth and development of children and youth, (3) the effects of exercise on the human organism, (4) first aid and accident prevention, (5) understanding of specific skills, and (6) sound teaching methods. Personal experience in organized extramural competition is desirable for the young woman planning to become a leader or teacher of women's sports. The leader should demonstrate personal integrity and a primary concern for the welfare of the participant.

POLICY MAKING

And finally, we believe that all leaders, teachers, and coaches of girls and women's sports should be encouraged to take an active part in the policy decisions which affect planning, organizing, and conducting sports programs for girls and women. Leaders should make sure that qualified women are appointed to the governing sports bodies at all levels—local, state, national, and international—to ensure that programs are in the best interest of those who participate.

POLICES FOR COMPETITION, IN GIRLS AND WOMEN'S SPORTS*

The Division for Girls and Women's Sports of the American Association for Health, Physical Education, and Recreation believes the competitive element in sports activities can be used constructively for achievement of desirable educational and recreational objectives. When favorable conditions are present, competitive experiences may be wholesome and beneficial and result in acceptable conduct and attitudes. Competition in and of itself does not automatically result in desirable or undesirable outcomes.

The adoption of practices best suited for the attainment of desirable outcomes is the responsibility of all associated with competitive events. Sponsoring agencies, players, teachers, coaches, officials, and spectators must share responsibility for valid practices in competitive sports.

DGWS believes participation in sports competition is the privilege of all girls and women. Sound instructional and well-organized intramural programs will answer the needs and desires of the majority of young women. For the college woman and high school girl who seek and need additional challenges in competition and skills, a sound, carefully planned, and well-directed program of extramural sports is recommended. The provisions for extramural sports opportunities should be broad, including such events as sport days, leagues, meets, and tournaments. Development of all participants toward higher competencies and advanced skills should be a major objective in all sports programs.

DGWS advocates the following policies through which desirable outcomes in competition may be achieved.

DEFINITION OF COMPETITION

Competition is defined as the participation in a sport activity by two or more persons, in which a winner can result. The educational values of competition are determined by the quality of leadership and of participation. For the best results, there should be comprehensive physical education, intramural, and extramural programs. The organized competi-

---

*This is a revision of the "Statement of Policies and Procedures for Competition in Girls and Women's Sports," which was published in the September 1957 ***Journal of Health, Physical Education, Recreation*** and later in 1958 and 1961 editions of ***Standards in Sports for Girls and Women,*** published by AAHPER. This revised statement was approved May 1963 by the Division for Girls and Women's Sports Executive Council and the American Association for Health, Physical Education, and Recreation Board of Directors, and has been revised by the present DGWS Executive Council.

tive programs should offer opportunities in terms of individual ability and should be adapted to the needs and interests of the participants.

FORMS OF COMPETITION

Intramural competition is sports competition in which all participants are identified with the same school, community center, club, organization, institution or industry, or are residents of a designated small neighborhood or community. This form of competition stresses the participation of "the many." A good intramural program which offers a variety of activities, at various skill levels, including corecreational activities, frequently is sufficient to meet the needs and desires of the majority of girls and women.

It is the responsibility of the school or agency sponsoring the intramural program to provide the time, facilities, and competent leadership, with preference given to professionally qualified women. Intramural programs should be an outgrowth of, and a complement to, the school physical education program or the organized community research program.

Extramural competition is a plan of sports competition in which participants from two or more schools, community centers, clubs, organizations, institutions, industries, or neighborhoods compete. The forms of extramural competition include:

1. Sport days—school or sport group participates as a unit.
2. Telegraphic meets—results are compared by wire or mail.
3. Invitational events—symposiums, games, or matches to which a school or sport group invites one or more teams to participate.
4. Interscholastic, intercollegiate, or interagency programs—groups which are trained and coached play a series of scheduled games and/or tournaments with teams from other schools, cities, or organizations.

The extramural program is planned and carried out to complement the intramural and instructional programs. For the best welfare of the participants, it is essential that the program be conducted by qualified leaders, be supported by budgeted funds, and be representative of approved objectives and standards for girls and women's sports, including acceptable conditions of travel, protective insurance, appropriate facilities, proper equipment, and desirable practices in the conduct of the events. When the program affords group participation as a team in a series of games on appropriate tournament or schedule basis, additional coaching by qualified staff members must be provided.

It is assumed that the sponsoring organization recognizes its obligation to delegate responsibility for this program to the supervisor or specialist in charge of the girls and women's sports programs. When

admission charges are made, the proceeds should be used for furthering girls sports programs (instructional, intramural, and extramural).

International competition involves players from different nations and provides sports experiences for individuals or groups with exceptional ability and emotional maturity. This type of competition under some conditions could include secondary school girls, but usually it is planned for more mature participants.

Corecreational activities are designed to give boys and girls opportunities to participate on the same team against a team of like composition, provided the activities do not involve body contact. The basis for formation of teams should be to promote good team play. While positive experiences for the exceptional girl competitor may occur through participation in boys or men's competitive groups, these instances are rare and should be judged acceptable only as an interim procedure for use until girls programs can be initiated.

ADAPTATION OF COMPETITIVE SPORTS FOR AGE-LEVEL GROUPINGS IN SCHOOL PROGRAMS

In junior high school, it is desirable that intramural programs of competitive activities be closely integrated with the basic physical education program. Appropriate competition at this level should be comprised of intramural and informal extramural events consistent with social needs and recreational interests. A well-organized and well-conducted sports program should take into account the various skill levels and thus meet the needs of the more highly skilled.

In senior high school, a program of intramural and extramural participation should be arranged to augment a sound and inclusive instructional program in physical education. It should be recognized that an interscholastic program will require professional leadership, time, and funds in addition to those provided for the intramural programs. Facilities should be such that the intramural and instructional programs need not be eliminated or seriously curtailed if an interscholastic program is offered.

Specifically, the following standards should prevail:

1. The medical status of the player is ascertained by a physician, and the health of the players is carefully supervised.
2. Activities for girls and women are planned to meet their needs, not for the personal glorification of coaches and/or sponsoring organizations.
3. The salary, retention, and promotion of an instructor are not dependent upon the outcome of the games.
4. Qualified women teach, coach, and officiate wherever and whenever possible, and in all cases the professional background and experience of the leader meet established standards.

5. Rules approved by DGWS are used.
6. Schedules do not exceed the ability and endurance relative to the maturity and physiological conditioning of the participants.
7. Sports activities for girls and women are scheduled independently from boys and men's sports. Exceptions will occur when the activities and/or time and facilities are appropriate for both.
8. Girls and women may participate in appropriate corecreational activities or teams. Teams for girls and women should be provided for those who desire competitive athletic experiences. While positive experiences for the exceptional girl may occur through participation in boys competitive groups, these instances are rare and should be judged acceptable only as an interim procedure for use until women's programs can be initiated.
9. The program, including health insurance for players, is financed by budgeted school or organizational funds rather than entirely by admission charges.
10. Provision is made by the school or organization for safe transportation by bonded carriers, with chaperones who are responsible to the sponsoring group.
11. Where deemed necessary, standards for a specific sport may be defined by the respective sport committee of the DGWS.

In colleges and universities, it is desirable that opportunities beyond the intramural program be provided for the highly skilled. Guidelines for the conduct of collegiate competition are recommended by DGWS, and AIAW has developed specific policies and procedures for intercollegiate competition among its member institutions.[1] While these procedures have been developed for the purpose of approval of events involving five or more colleges, the principles may also be applicable to, or guide the conduct of, local and district athletic events.

In addition to the standards previously listed, other standards pertinent to the colleges are:

1. The amount and kind of intercollegiate competition should be determined by the women's physical education department.
2. The financial arrangements relative to all intercollegiate sports events should be administered with the approval of the women's physical education department.

---

[1] American Association for Health, Physical Education, and Recreation, ***Association for Intercollegiate Athletics for Women Handbook,*** Rev. ed., Washington, D.C.: the Association, 1972).

3. The time involved in intercollegiate competition should not interfere with the academic program of the institution sponsoring the event and should not make excessive demands upon the participants' academic schedules.
4. All housing arrangements relative to visiting participants should be approved by the women's physical education department.

ADAPTATIONS OF COMPETITIVE SPORTS FOR AGE-LEVEL GROUPINGS IN PUBLIC AND PRIVATE RECREATION AGENCY PROGRAMS

DGWS recognizes that the sports programs of public and private recreation agencies make a valuable contribution to girls and women. The aims and objectives of community recreation agencies in their conduct of sports programs are similar to those of the schools. By using common rules and applying basic standards in organizing competition, many girls and women can be given the opportunity to develop skills and to enjoy a desirable type of competition.

Students should be informed of the opportunities for participation in the sports activities of these agencies. If a student contemplates entering events which appear to jeopardize her welfare, she should be given guidance which will help her to make wise decisions.

If individuals are grouped according to age and skill ability, the statements of policy outlined above can be applied by these agencies in organizing desirable forms of competition. The formation of leagues is often the organizational structure through which many recreation programs are conducted. The definitions of intramural and extramural competition, as previously stated, may be interpreted to apply to programs provided by public and private agencies.

Modifications will be required in planning policies for competition depending upon the age level involved:

1. For girls under senior high school age, it is recommended that competition be provided in intramural games, that is, games with teams of the same ability and age from the same neighborhood, playground, recreation center, or league. Extramural events consistent with social needs and recreational interests of junior high school age groups may be beneficial with similar teams from other playgrounds, centers, or leagues.
2. For girls of senior high school age, it is recommended that all standards listed for senior high school be used for intramural and extramural competition. A player should affiliate with only one team in one sport.

3. For girls over senior high school age, it is recommended that the intercollegiate guidelines be followed for competition at this age level.

Sponsorship by recreational agencies of the participation of women in tournaments and meets organized at successively higher levels (local, sectional, national) should be governed by the best practices for safeguarding the welfare of the participants. The organization, administration, and leadership of such competitive events should be conducted so that the basic policies of DGWS are upheld.

A NEED FOR GUIDELINES

In May 1963 the DGWS approved a statement of policies for competition in girls and women's sports. One part of this statement suggests the possibility of including interscholastic programs, as one of the forms of competition appropriate for girls, to complement the intramural and instructional programs offered in each school.

As prerequisites for an interscholastic program the DGWS recommends:

"For the best welfare of the participants, it is essential that the program be conducted by qualified leaders, be supported by budgeted funds, be representative of approved objectives and standards for girls and women's sports, including acceptable conditions of travel, protective insurance, appropriate facilities, proper equipment, and desirable practices in the conduct of the events."

The increased interest throughout the nation in developing interscholastic programs for high school girls promoted the DGWS to hold a Study Conference on Competition for Girls and Women in February 1965 to establish recommended guidelines for such programs. Before going to work in separate groups, the 20 conferees explored the extent of competition in the geographical areas they represented as well as the problems which seem to cause the greatest concern or difficulty. Three of the major problems were identified as follows:

- Differences in philosophy as to what is appropriate for girls.
- Providing adequate facilities and finances (without relying on gate receipts).
- Providing a sufficient number of women leaders or competent coaches and officials.

Statements were developed at the Conference to cover interscholastic competition at the secondary school and college levels; they were officially approved by DGWS and AAHPER and were published in the September 1965 issue of the ***Journal of Health, Physical Education, Recreation.*** These policy statements were then made available in pamphlet form by AAHPER.

A committee was next appointed to prepare an additional statement in relation to sports participation and competition for junior high school girls. That statement was completed and approved by the DGWS Executive Council and AAHPER Board of Directors at the 1966 convention and was further revised in 1972. This official policy statement is also made available in pamphlet form by AAHPER.

The three sets of guidelines were established as a minimum. It is strongly urged that no individual and/or school attempt the establishment of interscholastic programs if these minimal requirements cannot be adequately met. Further requirements beyond those suggested by DGWS may be established as seem appropriate under varying local conditions.

The underlying aim of any sports program is to provide a wide range of opportunities for all students who wish to participate at levels appropriate to their individual skills. In starting or expanding the athletic program, satisfying this aim should be worked out within the limits of budget and available qualified leadership. Any expansion should also be based on a careful consideration of student interests.

In all cases, a thorough understanding and knowledge of these recommendations is essential for women physical educators desirous of developing such programs as well as for the school administrators ultimately responsible for such programs.

Guidelines for Interscholastic Athletic Programs for Junior High School Girls*

PRINCIPLES

During the junior high school years, girls should have the time and opportunity to explore a great variety of sports. Because of growth and development patterns, this is an age when many goals can be accomplished through team sports and a time when skills of individual sports should also be sampled and developed. Therefore, the junior high school sports program for girls should involve opportunities to participate in many kinds of sports and in a variety of sports situations.

It is also recognized that some girls with high skill potential will wish to extend their training and competitive experiences under competent leaders outside the jurisdiction of the school.

A wide variety of activities should be offered and made available to all students in the school instructional and intramural programs. Opportunities for interschool competition may be provided in the form of a limited number of sport days at the end of the intramural season. The following guidelines are recommended:

1. Competitive sports opportunities for junior high school girls should be planned as a program separate and different from the program of competitive athletics for senior high school girls, whether or not the state high school athletic organization includes the junior high school level.
2. Sports competition should be planned for the values offered to the participant rather than as a spectator sport or as a training program for senior high school teams.
3. Extramural programs may be a valuable supplement to broad instructional and intramural programs, provided sufficient time, facilities, and personnel are available for these programs.
4. The responsibility for leadership of the local girls interscholastic program should be delegated to the women physical education teachers. The school administration should delegate to them the major responsibility for planning, organizing, coaching, and supervising the program with the understanding that the ultimate authority remains in the hands of the administration.

*Although the pattern differs, "junior high" is used here to include grades 7 through 8 or 9.

5. The program, based on the needs and interests of the girls, should include those individual and team activities for which qualified leadership, financial support, and adequate facilities are available.
6. The entire financing of the girls sports program should be included in the total school budget. Any monies collected should go into the general fund.
7. DGWS-recommended guidelines should be used in all sports. It is strongly recommended that DGWS rules be used in those sports in which DGWS publishes rules.
8. The administration should provide a healthful, safe, and sanitary environment for all participants.

PROGRAMS

1. Sports days following the end of the intramural season may, in most cases, give enough breadth to the opportunity for student competition in sports at this age.
2. Interscholastic programs may be desirable at this level. Where they exist, the length of the season will vary according to locale and the sport and should not interfere with the primary educational objectives for the student or the total program.
3. The wide variation in growth and development within this age grouping necessitates equating of competitors with reference to skill level, age, and/or size.

STANDARDS

The following standards are recommended for participants, leaders, and administrators of programs. Within each state, additions or modifications may be made by the regulatory body.

Participants

1. Participants must be bona fide students of the school which they represent. Students under temporary suspension or probation for disciplinary reasons should not be allowed to participate.
2. Participants must have amateur standing in the interscholastic sports in which they participate.
3. Written permission of the parent or guardian is required for all participants.
4. A physician's certification of a girl's fitness for participation shall be filed with the administration prior to the first practice in a sport. The examination must have been made within the time period specified by local regulations. Written permission by a physician should be required for participation after a serious illness, injury, or surgery.

5. Participants should carry some type of accident insurance coverage that protects them during athletic competition.

Leaders

1. The interscholastic program should be directed, coached, and officiated by qualified women whenever possible. No program should be expanded past the ability of the girls department of physical education to direct it.
2. All coaches should be certified teachers employed by the local board of education. If teachers other than trained women physical educators are used to coach, they should work closely with the girls department.
3. A woman faculty member appointed by the principal should accompany and supervise girls teams at all contests.
4. Officials should hold a current DGWS rating in the specific sport and should be registered with the appropriate administrative or regulatory bodies.
5. A doctor should be on call for all contests, and someone who is qualified in first-aid procedure should be in attendance.
6. In case of question as to fitness for play, the official has the right to overrule the coach for the protection of the girl.

Administrators

1. All games and contests in which school teams participate must be under the direct sponsorship and supervision of the schools involved. No postseason games for teams or individuals should be permitted.
2. A girl should participate on only one competitive team during a season. Participation on more than one competitive team includes participation on an additional team within an institution or participation on an additional team outside an institution. In unusual circumstances such participation may be permitted provided it contributes to the welfare of the participant and does not place excessive demands and pressures upon her.
3. Awards, when given, should be inexpensive tokens of a symbolic type, such as ribbons, letters, or small pins. The giving of other types of awards, as well as fund-raising for expensive or elaborate awards is considered a violation of this guideline.
4. Travel should be kept to a minimum by competing only with other schools in the vicinity. Travel should be in school buses or with bonded carriers.

Guidelines for Interscholastic Athletic Programs for High School Girls

PRINCIPLES

Competitive sports are an important part of the total physical education program for high school girls. A program of intramural and extramural participation should be arranged to augment a sound and inclusive instructional program in physical education. The interscholastic program should not be promoted at the expense of the instructional or the intramural programs.

As the interscholastic program is expanded, the State High School Activities Association will be the regulatory body for its member schools. For schools that are not members, a regulatory body may need to be formed. The state Department of Education should be involved.

1. Existing legislative administrative bodies for interscholastic athletic programs will retain ultimate control of the total program for girls within the state. However, a women's advisory board composed mainly of women high school physical educators will be formed to propose policies to these administrative and legislative groups and to review policies approved by them.
2. Total responsibility for the administration and supervision of the local interscholastic athletic program is vested in the local school administration and the appropriate persons designated by the administration.
3. The responsibility for leadership of the local girls interscholastic program should be delegated to the women physical education teachers. The school administration should delegate to them the major responsibility for planning, organizing, coaching, and supervising the program with the understanding that the ultimate authority remains in the hands of the administration.
4. The program, based on the needs and interests of the girls, should include those individual and team activities for which qualified leadership, financial support, and adequate facilities are available.
5. The entire financing of the girls sports program should be included in the total school budget. Any monies collected should go into the general fund.
6. DGWS-recommended guidelines should be used in all sports. It is strongly recommended that DGWS rules be used in those sports in which DGWS publishes rules.
7. The administration should provide a healthful, safe, and sanitary environment for all participants.

STANDARDS

The following standards are recommended for participants, leaders, and administrators of programs. Within each state, additions or modifications may be made by the regulatory body.

Participants

1. Participants must be bona fide students of the high school which they represent. They shall not have attended high school for more than eight semesters after entering the ninth grade. They must be successfully carrying full academic loads. Students under temporary suspension or probation for disciplinary reasons should not be allowed to participate.
2. Participants must have amateur standing in the interscholastic sports in which they participate.
3. Written permission of the parent or guardian is required for all participants.
4. A physician's certification of a girl's fitness for participation shall be filed with the administration prior to the first practice in a sport. The examination must have been made within the time period specified by local regulations. Written permission by a physician should be required for participation after a serious illness, injury, or surgery.
5. Participants should carry some type of accident insurance coverage that protects them during athletic competition.

Leaders

1. The interscholastic program should be directed, coached, and officiated by qualified women whenever and wherever possible. No program should be expanded past the ability of the girls department of physical education to direct it.
2. All coaches should be certified teachers employed by the local board of education. If teachers other than trained women physical educators are used to coach, they should work closely with the girls department.
3. A woman faculty member appointed by the principal shall accompany and supervise girls teams at all contests.
4. Officials should hold a current DGWS rating in the specific sport and should be registered with the appropriate administrative or regulatory bodies.
5. A doctor should be on call for all contests, and someone who is qualified in first-aid procedure should be in attendance.
6. In case of question as to fitness for play, the official has the right to overrule the coach for the protection of the welfare of the girl.

Administrators

1. All games and contests in which school teams participate must be under the direct sponsorship and supervision of the schools involved.
2. A girl should participate on only one competitive team during a season. Participation on more than one competitve team includes participation on an additional team within an institution or participation on additional team outside an institution. In unusual circumstances, such participation may be permitted provided it contributes to the welfare of the participant and does not place excessive demands and pressures upon her.
3. Competition should be limited to a geographical area which will permit players to return at reasonable hours. Safe transportation should be assured.
4. The length of the season will vary according to the locale and sport and should not be so long that the educational values for the student in terms of the total program are jeopardized (approximately 10-14 weeks). This season should include conditioning and instruction. An extended season should be limited to a postseason tournament which should not exceed the area or state level.
5. Interscholastic competition should be limited to those sports for which DGWS publishes rules and standards, and they should be used in administration of the program.
6. Awards, when given, should be inexpensive tokens of a symbolic type, such as ribbons, letters, or small pins. The giving of other types of awards, as well as fund-raising for expensive or elaborate awards, is considered a violation of this guideline.
7. Teams for girls should be provided for those who desire competitive athletic experiences. While positive experiences for the exceptional girl competitor may occur through participation in boys or men's competitive groups, these instances are rare and should be judged acceptable only as an interim procedure for use until girls programs can be initiated.

Guidelines for Intercollegiate Athletic Programs for Women

Many colleges and universities with intercollegiate programs may be members of the AIAW or its regional branch and will be governed in their intercollegiate competition by these bodies. The following guidelines are recommended for all programs.

ADMINISTRATORS

The intercollegiate athletic programs should be specifically designed for women, and its administration and organization should be the responsibility of the department of physical education for women. It is also the responsibility of the physical education faculty women to recommend and formulate policy for the expanded program to be submitted to the appropriate policy-approving authority of the institution.

Budget

The budget for women's intercollegiate athletics should be part of the budget of the institution so that the program is assured. A separate budget item should be specifically designated for this program. (This does not preclude the use of state monies, student fees, gate receipts, and other sources of income, but the program should not depend solely on fluctuating sources of income.) The budget should be administered by the women's physical education department as part of overall administration.

Scheduling

Contests should be scheduled among schools having players of comparable ability in order to equate competition. In order to make this possible, scheduling in each sport need not be with the same institutions each season.

Scheduling with collegiate institutions is recommended. However, when budget is inadequate for travel, limited scheduling with outside organizations (i.e., church, industrial leagues, etc.) in the local area may be desirable. Scheduling should allow opportunities for participants of intercollegiate teams to meet on an informal social basis.

Health and Safety

Adequate health and insurance protection should be provided by the institution for all members of athletic teams. First-aid services and

emergency medical care should be available during all scheduled intercollegiate athletic events.

AWARDS

Awards are not necessary. However, if awards are given they should be of a symbolic type rather than elaborate awards of a costly nature. The giving of expensive awards as well as fund-raising for this purpose is considered a violation of DGWS standards.

LEADERS (TEACHERS, COACHES, AND OFFICIALS)

1. Good leadership is essential to a desirable sports program. The qualified leader meets the standards set by the profession through an understanding of (a) the place and purpose of sports in education, (b) the growth and development of children and youth, (c) the effects of exercise on the human organism, (d) first aid and accident prevention, (e) specific skills, and (f) sound teaching methods. It is desirable that, when possible, leaders of women's sports have personal experience in organized extramural competition. The leader should demonstrate personal integrity and a primary concern for the welfare of the participant.
2. The program should be under the direct supervision of the women's physical education department. Qualified women should teach, coach, and officiate wherever and whenever possible, and in all cases the professional background and experience of the leader must meet established standards of the physical education profession.
3. It is strongly recommended that an official's rating be considered a prerequisite for coaching in order to enhance the coach's understanding of the official's role.
4. Intercollegiate events should be officiated by DGWS nationally rated officials. In those sports where DGWS does not rate officials, an equivalent rating is acceptable.
5. If a nonstaff member is teaching or coaching, a woman member of the physical education faculty should supervise the participants. Cooperative institutional efforts should be devoted toward preservice and in-service programs and clinics for leaders and teachers.
6. DGWS-approved rules should be used in the conduct of all intercollegiate sports events.

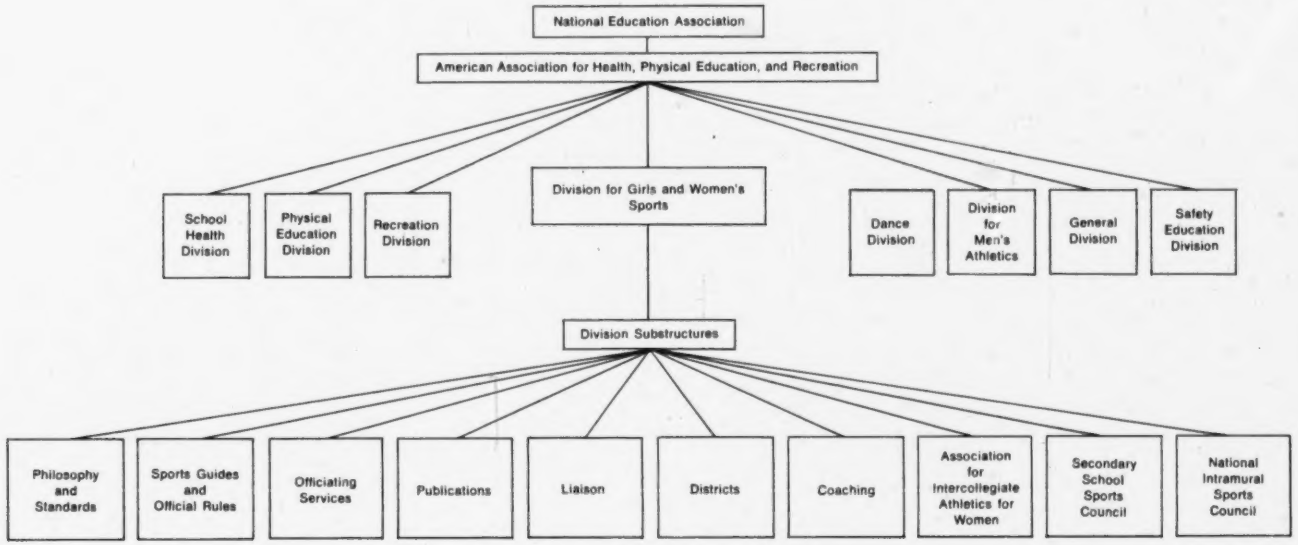
PARTICIPANTS

1. Intercollegiate participation should not interfere with primary educational objectives.

a. A girl should participate on only one competitive team during a season.
b. Participation on more than one team includes participation on an additional team within an institution or participation on an additional team outside an institution. In unusual circumstances such participation may be permitted provided it contributes to the welfare of the participant and does not place excessive demands and pressures upon her.

2. The athletic schedule should not jeopardize the student's class and study time.
   a. The length of the season and the number of games should be established and agreed upon by the participating schools.
   b. The length of the season will vary according to the locale and sport and should not be so long that the educational values for the student in terms of the total program are jeopardized (approximately 10-14 weeks). This season should include conditioning and instruction.
   c. The season may include opportunities for participation in state, regional or national tournaments or meets for which individuals or teams qualify.
3. Teams for girls and women should be provided for all who desire competitive athletic experiences. While positive experiences for the exceptional girl or woman competitor may occur through participation in boys or men's competitive groups, these instances are rare and should be judged acceptable only as an interim procedure for use until women's programs can be initiated.
4. Any woman who is presently enrolled as a full-time undergraduate student in a college, junior college, or university, and who maintains the academic average required for participation in all other major campus activities at her institution shall be eligible to participate.
5. Transfer students are immediately eligible for participation following enrollment in the institution.
6. Students may not participate in the same annual event for more than four years.
7. All participants must have amateur status. Amateur status is maintained in a sport if a player has not received and does not receive money, other than expenses, as a participant in that sport. A participant may receive money only from her own school to pay for housing, meals, and transportation. For open or international competition governed by the respective sports governing body, a student may lose amateur status if she receives remuneration in excess of her expenses for playing, coaching, or officiating.

8. A medical examination is a prerequisite to participation in intercollegiate athletics. This examination should be given within the school year prior to the start of the sport season. Where health examinations are done by the family physician, a covering letter explaining the program of activities and an examination which would include the information needed are suggested. Written permission by the physician should be required for participation after serious illness, injury, or surgery.
9. Participants shall not receive scholarships, financial awards, or financial assistance designated specifically for women in intercollegiate athletics. (See statement on Financial Aid on page 17.)



AAHPER Organizational Chart

DGWS Substructures

REFERENCES

BOOKS

American Association for Health, Physical Education, and Recreation. ***Girls Athletic Association Manual.*** Washington, D. C.: AAHPER, 1966.

_____. ***Olympic Development.*** Proceedings of a national conference. Washington, D.C.: AAHPER, 1966.
Burkett, Lucille. "Interscholastic Sports for Girls."
Jernigan, Sara Staff. "The Role of Women in Sports Development."
Ley, Katherine. "Intercollegiate Athletic Programs for Women."

_____. ***Proceedings: First National Institute on Girls Sports.*** Washington, D.C.: AAHPER, 1965. (Out of print)
Espenschade, Anna S. "Women and Competitive Sport."
Shaffer, Thomas E. "Principles of Growth and Development as Related to Girls Participating in Track and Field and Gymnastics."

_____. ***Proceedings: Second National Institute on Girls Sports.*** Washington, D.C.: AAHPER, 1966.
Berlin, Pearl. "Motor Skill Learning."
Heusner, William W. "Basic Psychological Concepts as They Relate to Girls Sports."
Huelster, Laura J. "The Role of Sports in the Culture of Girls."
Lawther, John D. "The Psychology of Teaching and Coaching."
Key, Katherine. "Widening the Scope of Women's Sports Activities."
Scott, Phebe M. "Women's Sports in 1980."

_____. ***Proceedings: Third National Institute on Girls Sports.*** Washington, D.C.: AAHPER, 1966.
Holbrook, Leona. "Sports, A Way of Life."
House, Marilyn. "Competition or Recognition."
Scott, Phebe M. "Reflections on Women in Sport."

_____. ***Proceedings: Fourth National Institute on Girls Sports.*** Washington, D.C.: AAHPER, 1968.
Gendel, Evalyn S. "Physicians, Females, Physical Exertion and Sports."
Ley, Katherine. "What is Coaching?"
Whittington, James. "The Nature of Woman."

_____. ***Social Changes and Sports.*** Washington, D.C.: AAHPER, 1962.

_____. ***Spectator Sportsmanship.*** Washington, D.C.: AAHPER, 1961.

_____. ***Values in Sports.*** Washington, D.C.: AAHPER, 1968.

Andersen, K. L. "Physical Fitness: Studies of Healthy Men and Women in Norway." In ***International Research in Sport and Physical Education,*** edited by E. Jokl and E. Simon. Springfield, Ill.: Charles C. Thomas, Publisher, 1964.

Association for Intercollegiate Athletics for Women. ***Handbook.*** Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1972. Rev. ed.

Bardwick, Judith. ***Psychology of Women: A Study of Bio-Cultural Conflicts.*** New York: Harper & Row, 1972.

Boyle, Robert H. ***Sports, Mirror of American Life.*** Boston: Little, Brown & Co., 1963.

Brown, Roscoe C. and Cratty, Bryant J. ***New Perspectives of Man in Action.*** Englewood Cliffs, N.J.: Prentice-Hall, 1969.

Clayton, Thomas E. ***Teaching and Learning.*** Englewood Cliffs, N.J.: Prentice-Hall, 1965.

Cratty, Bryant J. ***Movement Behavior and Motor Learning.*** Philadelphia: Lea & Febiger, 1967.

_____. ***Psychology and Physical Activity.*** Englewood Cliffs, N.J.: Prentice-Hall, 1968.

_____. ***Social Dimensions of Physical Activity.*** Englewood Cliffs, N.J.: Prentice-Hall, 1967.

_____, and Vanek, M. ***Psychology and the Superior Athlete.*** New York: Macmillan Co., 1970.

Division for Girls and Women's Sports. ***DGWS Research Reports: Women in Sports.*** Edited by Dorothy Harris. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1971.

Dunning, Eric, ed. ***The Sociology of Sport.*** London: Frank Cass & Co., 1971.

Hart, Marie, ed. ***Sport in the Socio-Cultural Process.*** Dubuque, Iowa: William C. Brown Co., 1972.

Huizinga, Johan. ***Homo Ludens.*** Boston: Beacon Press, 1950.

Kenyon, Gerald, ed. ***Contemporary Psychology of Sport.*** Proceedings of the 2nd International Congress of Sport Psychology. Chicago: The Athletic Institute, 1970.

_____, ed. ***Sociology of Sport.*** Chicago: The Athletic Institute, 1969.

Lawther, John D. ***Sport Psychology.*** Englewood Cliffs, N.J.: Prentice-Hall, 1972.

Ley, Katherine. ***Administration of High School Athletics.*** Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1963. (Chapter on "Interscholastic Athletics for Girls").

Loy, John W. and Kenyon, Gerald. ***Sport, Culture and Society.*** Toronto: Macmillan Co., 1969.

Luschen, Gunther. ***The Cross-Cultural Analysis of Sport and Games.*** Champaign, Ill. Stipes Publishing Co., 1970.

Metheny, Eleanor. ***Connotations of Movement in Sport and Dance.*** Dubuque, Iowa: William C. Brown Co., 1965. (Chapters on "The Feminine Image in Sport" and "The Women's Look in Sport").

_____. ***Movement and Meaning.*** New York: McGraw-Hill Book Co., 1968.

Miller, Donna M. and Russell, Kathryn. ***Sport: A Contemporary View.*** Philadelphia: Lea & Febiger, 1971.

Morgan, William, ed. ***Contemporary Readings in Sport Psychology.*** Springfield, Ill.: Charles C. Thomas, Publisher, 1970.

Sage, George, ed. ***Sport and American Society.*** Reading, Mass.: Addison-Wesley Publishing Co., 1970.

Shaffer, M.D. ***American Academy of Physical Education—Professional Contributions No. 8.*** Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1963. (Chapter on "The Adolescents' Health and Activity Needs").

Singer, Robert N. et al. ***Physical Education: An Interdisciplinary Approach.*** New York: Macmillan Co., 1972.

Starr, Helen M. ***American Academy of Physical Education—Professional Contributions No. 7.*** Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1961. (Chapter of "The Purposes of Competitive Athletics in American Education").

Tutko, Thomas, and Richards, Jack. ***Psychology of Coaching.*** Boston, Allyn & Bacon, 1971.

Tyler, Leona E. ***The Psychology of Human Differences.*** New York: Appleton-Century-Crofts, 1960.

Ulrich, Celeste. "Women and Sport" and "Stress and Sport." In ***Science and Medicine of Exercise and Sports,*** edited by Warren Johnson. New York: Harper & Brothers, 1960.

ARTICLES

AMA Committee on the Medical Aspects of Sports. "Sports Opportunities for Girls and Women." ***Journal of Health, Physical Education, Recreation*** 35: 46, Nov. 1964.

Anderson, Theresa W. "Swimming and Exercise During Menstruation." ***Journal of Health, Physical Education, Recreation*** 36: 66, Oct. 1965.

Astrand, Irma. "Aerobic Work Capacity in Men and Women with Special Reference to Age." ***Acta Physiologica Scandinavica*** 49: Supplementum 169, 1960.

Astrand, P. O. "Human Physical Fitness with Special Reference to Sex and Age." ***Physiological Review*** 36: 307, 1956.

———, et al. "Girl Swimmers with Special Reference to Respiratory and Circulatory Adaptation and Gynaecological and Psychiatric Aspects." ***Acta Paediatrica*** Supplementum 147, 1963.

Bar-Or, O., Shepard, R.J., and Allen, C.L. "Cardiac Output of 10-13 Year Old Boys and Girls During Submaximal Exercise." ***Journal of Applied Physiology*** 30:219-223, 1971.

Becklake, M. R. et al. "Influence of Age and Sex on Exercise Cardiac Output." ***Journal of Applied Physiology*** 20:938-947, 1965.

Bengtsson, E. "The Working Capacity in Normal Children, Evaluated by Submaximal Exercise on the Bicycle Ergometer and Compared with Adults." ***Acta Medica Scandinavica*** 1521:91-109.

Brouha, L. et al. "Physiological Reactions of Men and Women During Muscular Activity and Recovery in Various Environments." ***Journal of Applied Physiology*** 16:133-140, 1960.

Brown, C.H.; Harrower, J.R.; and Detter, M.F. "The Effects of Cross-Country Running on Pre-Adolescent Girls." ***Medicine and Science in Sports*** 4:1-5, 1972.

Cleland, T.; Horvath, S.M.; and Phillips, M. "Acclimatization of Women to Heat After Training." ***Physiology*** 27:15-24, 1969.

Coffey, Margaret A. "Sportswomen: Then and Now." ***Journal of Health, Physical Education, Recreation*** 36:38, Feb. 1965.

Crawford, Elinor. "DGWS Cooperates with National Sports Organization." ***Journal of Health, Physical Education, Recreation*** 36:25, Jan. 1965.

Cumming, G.R. et al. "Repeated Measurements of Aerobic Capacity During a Week of Intensive Training at a Youths' Track Camp." ***Canadian Journal of Physiology and Pharmacology*** 45:805-811, 1967.

Drinkwater, B. L. and Horvath, S.M. "Detraining Effects on Young Women." ***Medicine and Science in Sports,*** in press.

"Response of Young Female Track Athletes to Exercise." ***Medicine and Science in Sports*** 3:56-62, 1971.

Erdelyi, Gyula J. "Gynecological Survey of Female Athletes." ***Journal of Sports Medicine and Physical Fitness*** 2:174, 1962.

Fox, R.H. et al. "Comparison of Thermoregulatory Function in Men and Women." ***Journal of Applied Physiology*** 26:444-453, 1969.

Gordon, T.I.; Banister, E. W.; and Gordon, B. P. "The Caloric Cost of Competitive Figure Skating." ***Journal of Sports Medicine*** 9:98-103, 1969.

Haslag, Sister W. M. and Hertzman, A. R., "Temperature Regulation in Young Women." ***Journal of Applied Physiology*** 20:1283-1288, 1965.

Hermasen, L. and Andersen, K. L., "Aerobic Work Capacity in Young Norwegian Men and Women." ***Journal of Applied Physiology*** 20:425-431, 1965.

Hertig, B. A. et al. "Artificial Acclimatization of Women to Heat." ***Journal of Applied Physiology*** 18:383-386, 1963.

Hertig, B. A. and Sargent, F. II. "Acclimatization of Women During Work in Hot Environments." ***Federation of American Societies for Experimental Biology: Federation Proceedings*** 22:810-813. 1963.

Hodgkins, Jean and Skubic, Vera. "Cardiovascular Efficiency Test Scores for College Women in the United States." ***Research Quarterly*** 34:454-461, Dec. 1963.

Kilbom, A. "Physical Training in Women." ***Scandinavian Journal of Clinical Laboratory Investigation*** 28:Supplement 119, 1-34, 1971.

Knowlton, R. G. and Weber, H. "A Case Study of Training Responses in a Female Endurance Runner." ***Journal of Sports Medicine*** 8:228-235, 1968.

Knuttgen, H. G., "Aerobic Capacity of Adolescents." ***Journal of Applied Physiology.*** 22:655-658, 1967.

Kramer, J. D. and Lurie, P. R., Maximal Exercise Tests in Children." ***American Journal of Diseases of Children*** 108:283-297, 1964.

Macek, M. and Vavra, J. "Cardiopulmonary and Metabolic Changes During Exercise in Children 6-14 Years Old." ***Journal of Applied Physiology*** 30:200-204, 1971.

MacNab, R.; Conger, P.; and Tayln, P. S. "Differences in Maximal and Submaximal Work Capacity in Men and Women." ***Journal of Applied Physiology*** 27:644-648, Nov. 1969.

Maksud, M. G. et al. "Maximal Oxygen Ventilation, and Heart Rate of Olympic Speed Skating Candidates." ***Journal of Applied Physiology*** 29:186-190, 1970.

McAndle, W. D.; Magel, J. R.; and Kyvallos, L. C. "Aerobic Capacity, Heart Rate and Estimated Energy Cost During Women's Competitive Basketball." ***Research Quarterly*** 42:178-186, May 1971.

Michael, E.D., Jr. and Horvath, S., "Physical Work Capacity of College Women." ***Journal of Applied Physiology*** 20:263, 1965.

Phillips, Marjorie. "Effect of the Menstrual Cycle on Pulse Rate and Blood Pressure Before and After Exercise." ***Research Quarterly*** 39:327-333, 1968.

———; Fox, K.; and Young, O. "Recommendations from Women Directors and Gynecologists about Sports Activity for Girls. A Report by the Research Committee of DGWS." ***Journal of Health, Physical Education, Recreation*** 30: 23, Sept. 1959.

"Psychology of Sport." ***Quest*** 13, Jan. 1970.

"Research Findings: Implications for Girls and Women." ***Journal of Health, Physical Education, Recreation*** 36:77, Sept. 1965.

Shepherd, Roy J. "World Standards of Cardiorespiratory Performance." ***Archives of Environmental Health*** 13:664-672, 1966.

Shields, H. L. et al. "Effects of Altitude Acclimatization on Pulmonary Function in Women." ***Journal of Applied Physiology*** 25:606-609, 1968.

Sinning, W. E. and Adkizn, M. J., "Cardiorespiratory Changes in College Women Due to a Season of Competitive Basketball." ***Journal of Applied Physiology*** 25:270-274, 1968.

Skubic, Vera and Higendorf, J. "Anticipatory, Exercise and Recovery Heart Rates of Girls as Effected by Four Running Events." ***Journal of Applied Physiology*** 19:853, 1964.

Skubic, Vera and Hodgkins, J. "Cardiac Response to Participation in Selected Individual and Dual Sports as Determined by Telemetry." ***Research Quarterly*** 36:316-326, Oct. 1965.

———. "Cardiovascular Efficiency Test For Girls and Women." ***Research Quarterly*** 34:191-198, May 1963.

———. "Cardiovascular Efficiency Test Scores for Junior and Senior High School Girls in the United States." ***Research Quarterly*** 35:184-192, May 1964.

———. "Energy Expenditure of Women Participants in Selected Individual Sports." ***Journal of Applied Physiology*** 21:133, 1966.

———. "Relative Strenuousness of Selected Sports as Performed by Women." ***Research Quarterly*** 38:305-313, May 1967.

Sprynarova, S. and Parizkova, J. "Comparison of the Functional Circulatory, and Respiratory Capacity in Girl Gymnasts and Swimmers." ***Journal of Sports Medicine*** 13:165-171, 1969.

Ulrich, Celeste. "Measurement of Stress Evidenced by College Women in Situations Involving Competition." ***Research Quarterly*** 28:160-172, May 1957.

Weinman, J. P. et al. "Reactions of Men and Women to Repeated Exposure to Humid Heat." ***Journal of Applied Physiology*** 223:533-528, 1967.

Wilmore, J. and Sigerseth, P. O. "Physical Work Capacity of Young Girls, 7-13 Years of Age." ***Journal of Applied Physiology*** 22:923-928, 1967.

Zaharieve, E. "Survey of Sportswomen at the Tokyo Olympics: Clinical Contributions." ***Journal of Sports Medicine and Physical Fitness*** 5:215, 1965.